CA2ALED 40
S67
V.3, No.2

ALBERTA LEGISLATURE LIBRARY
3 3398 00485 1365

LIBRARY
VAULT 19

SPOTLIGHT on School Personnel Services

COUNSELLING AND GUIDANCE BRANCH · Supervisor: T.R. Mott

VOLUME 3, NUMBER 2 FEBRUARY, 1973

EFFECTIVENESS OF GROUP COUNSELLING PROCEDURES

Submitted by Ed Gaetz, Assistant Supervisor, Guidance, Calgary School Board

In the fall of 1971 the Guidance Department of the Calgary School Board, being aware of the extremely high student-counsellor ratios, increasing demands for counselling service and budget restraints, was in search of more efficient counselling techniques.

Understanding these concerns Calgary School District No. 19 and the Alberta Department of Education jointly funded an innovative project bearing on the effectiveness of group counselling procedures.

Basically the project was comprised of two major components -- training[1] and research[2]. Both components were let out on contract to eliminate as much internal bias as possible and in order to avoid the possibility of developing and evaluating a program which was so unique to a particular situation that it would not be transportable.

Thirty-five full time graduate trained school counsellors were given thirty intensive hours of training in interpersonal skills and group work over a five week period. In addition to this all trainees operated a student group in conjunction with the training program and another after their training period as part of the research component. Each of the counsellors involved committed a minimum of fifty hours to this program.

The most relevant and significant finding was the evidence that suggested the attendance and achievement of students identified as truants and underachievers is significantly improved by both individual and group counselling. However, there is no clear evidence that individual counselling is more or less effective than group counselling. Therefore, it would appear reasonable to train for and promote the use of group counselling as it is probably more efficient than individual counselling.

The study also indicated areas for further research. If, in fact, group counselling is as effective as individual work, is it really more efficient and if so, how much, and in which areas of student need?

---

[1] Dr. M. B. Manley, Director of Student Counselling Services, University of Calgary, directed the training program for this project.

[2] Hawkes, Gabbert and Associates (Behavioral Research Consultants) designed and conducted the research for this project.

SCHOOL COUNSELLOR ROLE

Society is changing all around us, both in school and out of school. What about the counsellor's role, is it changing? In some ways yes, but in other ways it will not change significantly. What you are remains basically the same. The school counsellor will continue to be an "agent of the student's welfare". This can only be done if the counsellor himself is committed to this end and to his own development ensuring that he has the "technology for human resource development" which allows him to function at a level that is helpful to the student.

The point is that each individual school counsellor must continue to develop directions, make judgments, and take positions to successfully demonstrate on a small scale that there are things that he is doing that have an impact, that are useful and have application elsewhere. Question and examine your impact on students, teachers and parents. We need a great deal more communication about programs and practices that have worked and have the potentiality for working again in other settings. This communication is crucial in that it allows your publics to study what you have done and decide its relevance for them.

How can we do these things? Well, first of all, we must keep in mind that no individual counsellor can respond to all the demands being made upon his time, energy, and intellect. He can however, define his problem population and his goals within the parameters of the current scene, that is the school in which he resides and the guidance needs of students in that school. Then he can take on "reasonable" commitments and he can do this involving others (administrators, teachers) so they know what his reasonable commitments are. This should minimize unreasonable requests from them and result in a better understanding of what it is that he purports to do. Above all what you do, do it well, strive for quality.

What do we need? We need more hard research on counselling practices and their effects. We need to look at alternatives such as

a) the use of technology, computers for information support of vocational counselling.

b) the use of support personnel or para-professionals with the idea that we free the counsellor for more challenging aspects of his professional role. A goal to strive for is what I call the "populous" approach to counselling whereby students, parents, and teachers themselves can be guided into becoming the change agents within their systems so that they can make these systems more humanizing, more facilitating climates in which to live and learn. Thus the counsellor as a change agent also has a leadership role in involving others in the change process wherever they can make useful contributions.

c) parent counselling. It usually has been the practice that parents were contacted only when a disciplinary action existed and this was done as a last resort. We need to adopt a "preventative approach" before problems develop. We must realize that some parents need to develop changes in attitudes towards education, both for themselves and their children. We must also remember that the school can't operate in a vacuum. Education doesn't start and stop at the classroom door. Parental involvement is necessary.

Finally, every effort has to be extended to encourage continued counsellor professional development.

TRM

"EXPLORATIONS IN CAREER PLANNING" PROJECT, 1973

Career development is a crucial aspect of human development. It is an on-going process involving the total constellation of experiences of the individual as he makes decisions about himself as a prospective, productive member of society. The process should provide for exploration of self in relation to individual educational and vocational pursuits and consideration of the place that work and leisure have in a person's life.

In line with the above considerations the 1973 "Explorations in Career Planning" Project is underway. This project was formerly referred to as "Career Fairs" and is intended to supplement and reinforce existing school practices that assist students in career planning and vocational maturity development. For this reason, the project should be viewed as another vehicle to assist students in collecting and identifying sources of vital information for consideration in their career planning.

The following format has been adopted for this year's project.

1. The school gymnasium -

   a) a walk-through unit (approximately 35 feet by 15 feet) designed to create interest and motivate students to the basic theme of "the career planning process".

   b) special focal point areas of information.
      1. Further education opportunities consisting of consolidated displays manned by information consultants representing Community Colleges, Universities, Institutes of Technology, Regional Colleges, Private Business Colleges, Private Colleges, Continuing Education, and Student's Financial Assistance.
      2. Host school information including data outlining counselling and guidance services, school programs of study, school activities, and other useful information for prospective students, parents, and other community people.
      3. Career areas - sampling of high interest career areas are represented to develop student awareness of some occupational options open to them and of the reality of the work world.

II. Classroom talks - information consultants representing the areas described above also meet with students and other interested people to delve in greater depth into educational and career areas not represented in the "travelling package". These talks are scheduled in classrooms and other areas throughout the day and students have the opportunity to attend those of their choice.

III. Basic "core information" sessions - all students will be encouraged to attend these sessions dealing with topics such as "the career planning process", "theories of vocational development", "creative job search techniques" and "the first job interview".

In addition to the above "travelling package" host schools add local exhibitors selected to fill out areas of student interest not represented in the "travelling package".

Following is the schedule for the 1973 project.

Date	City/Town	School
Feb 27	Calgary	Bishop Grandin H. S.
Feb 28	High River	Senator Riley H. S.
March 6	Coronation	Coronation H. S.
March 7	Lacombe	Lacombe Comp. H. S.
March 13	Edmonton	M. E. Lazerte C. H. S.
March 15	Thorhild	Academic Voc. H. S.
March 21	Vermilion	J. R. Robson H. S.
March 22	St. Paul	St. Paul Reg. H. S.
March 28	Evansburg	Grand Trunk H. S.
April 3	Medicine Hat	Medicine Hat H. S.
April 5	Banff	Banff Comp. H. S.

QUALITY IN SCHOOL CLASSROOMS

The following article "Ways to Achieve Quality in School Classrooms: Some Definitive Answers" is abstracted for your consideration. The article was written by Martin N. Olson and appeared in the September, 1971 issue of *Phi Delta Kappon*.

The crucial question raised in this research was "Do educators have specific evidence to indicate which factors in schools and classrooms promote effective learning experiences for children?"

Answers to the following questions were sought.

1. What effects do class sizes of 5, 15, 25, or 36 have on classroom performance levels?
2. Do the various subjects being taught in schools, such as science, history, foreign language, or English composition, affect the classroom behaviors of students or teachers?
3. What is known about the performance of male or female teachers?
4. Is one teacher in a room as effective as two, three, or four?
5. How do the various supplementary types of classroom instructors - substitute teachers, teacher aides, specialists, or student teachers - compare with regular classroom teachers?
6. Is there information on the comparative impact of various styles of teaching activity, like lecture, class discussion, lab work, demonstrations, small-group work, and so on?
7. Does the time of day a class is taught make any difference?
8. Do students and teachers act or perform differently in classrooms among the various grade levels?

The criterion of classroom quality used in this study was *Indicators of Quality*, developed at Teachers College, Columbia University.

In all, 18,528 classroom observations were conducted in 112 largely suburban school districts located in 11 metropolitan regions across the United States.

Findings:

Some of the more interesting findings were:

At both the elementary and secondary grade levels, style of educational activity was the single strongest overall predictor. Particularly high scoring styles were small-group work, individual work, discussion, laboratory work, pupil report, and demonstration. Lowest scoring styles were lecture, question/answer, seat work, tests, and movies.

Elementary and secondary classrooms under the direction of substitute teachers scored at a very low level, just above zero in terms of classroom quality. This finding suggests either that substitute teachers must improve their operating levels in the classroom or alternative methods of handling teacher absence must be developed.

In no case at either grade level did greater numbers of adults in the classroom significantly affect classroom quality. This finding has implications for staff differentiation practices.

An analysis of the strongest predictors in various combinations which produced results for certain subjects and certain styles of teaching activity indicates that major emphasis should be placed on varying class sizes to fit the unique needs of particular subjects with a careful view toward realistic, well-defined purposes for the various styles of educational activity.

CAREER CENTRE - EDMONTON PUBLIC SCHOOL BOARD

The Career Centre, an integral part of Counselling Services, is staffed by a Consultant and three Career Counsellors. Its primary task is to bolster the career guidance program of this system by stimulating and facilitating the involvement of teachers and counsellors in career and educational guidance both in and out of the classroom and the school; and by establishing close liaison with business, industry and other career environmental personnel for the purpose of facilitating their involvement in career development and guidance.

The resources of the centre, available to the schools, are numerous and varied and fall into two main categories 1) printed and audio-visual materials and 2) resources of the business community. Printed materials such as brochures and pamphlets relating to careers and entry into the world . . . (continued last page)

SURVEY OF ALBERTA PERSONNEL IN PUPIL PERSONNEL WORK

The Counselling and Guidance Branch has conducted surveys over the past three school years to identify the pupil personnel force in Alberta. Data for each of these school years is included in the following tables using this color code: red - 1970-71, green - 1971-72, blue - 1972-73.

FINDINGS

TABLE 1 PUPIL PERSONNEL EMPLOYED THROUGHOUT THE PROVINCE (In Numbers)

Personnel	Edmonton Public	Edmonton Separate	Calgary Public	Calgary Separate	Other Cities*	Rural	Totals
Guidance Teacher	4, 2, 0	1,12, 0	7, 0, 0	1, 0, 0	1, 4, 0	36, 46, 2	50, 64, 2
Guidance Counsellor & Administrator	0, 0, 1	0, 0, 0	1, 0, 0	0, 0, 0	4, 1,	18, 21,17	23, 22, 18
School Psychologist	8,10,14	1, 4, 4	13,15,15	4, 2, 0	3, 2, 2	3, 1, 1	32, 34, 36
Counsellor	89,84,78	19,26,29	134,85,93	19,33,33	29,40,35	93,117,93	383,385,361
Guidance Consultant	0, 0, 1	0, 0, 0	0, 0, 2	6,11,12	0, 0, 4	1, 1, 3	7, 12, 22
Clinician	8, 7, 0	0, 1, 0	8,17, 8	3, 3, 3	2, 2, 0	0, 6, 1	21, 36, 12
Speech Therapist	3, 4, 3	0, 0, 1	8, 9,10	3, 4, 4	1, 1, 3	0, 2, 2	15, 20, 23
Social Worker	7, 7,10	2, 1, 2	4, 4, 1	0, 1, 0	0, 0, 2	0, 0, 0	13, 13, 15
Guidance Teacher & Counsellor	11,10, 1	5, 3, 0	4,49,48	10, 0, 0	9,10,16	39, 33,79	78,105,144
Director or Supervisor of Guidance	2, 1, 2	1, 0, 1	2, 2, 1	2, 0, 1	3, 1, 4	16, 21,27	26, 25, 36
Pupil Personnel Administrator	0, 0, 1	0, 4, 0	1, 1, 1	1, 1, 1	0, 5, 3	0, 0,12	2, 11, 18
Visiting Teacher	0, 0, 6	0, 0, 3	20,20,24	0, 1, 1	0, 0, 2	0, 0, 0	20, 21, 36
Other Supervisors**	0, 0,13	0, 0, 5	0, 5,18	0, 0, 0	0, 0, 2	0, 0, 6	0, 5, 44
							670,753,766

* (Camrose, Drumheller, Grande Prairie, Lethbridge, Lloydminster, Medicine Hat, Red Deer, Wetaskiwin)

** (home visiting teachers, clinicians, administrative assistants, etc.)

TABLE 11 COUNSELLORS EMPLOYED THROUGHOUT THE PROVINCE

Personnel	Edmonton Public	Edmonton Separate	Calgary Public	Calgary Separate	Other Cities	Rural	Totals
Guidance Counsellor & Administrator	0, 0, 1	0, 0, 0	1, 0, 0	0, 0, 0	4, 1, 0	18, 21,17	23, 22, 18
Counsellor	89,84,78	19,26,29	134,85,93	19,33,33	29,40,35	98,117,93	383,385,361
Guidance Teacher & Counsellor	11,10, 1	5, 3, 0	4,49,48	10, 0, 0	9,10,16	39, 33,79	78,105,144
							484,512,523

TABLE 111 HIGHEST QUALIFICATIONS ATTAINED BY COUNSELLING PERSONNEL

	Edmonton Public	Edmonton Separate	Calgary Public	Calgary Separate	Other Cities	Rural	Totals
No Degree	3, 2, 0	0, 0, 0	2,13,19	0, 0, 1	1, 2, 7	1,24,36	7, 41, 63
Undergraduate Degree	84, 6,55	17, 4, 2	41,27,52	18, 9, 4	26,25,19	84,82,77	270,153,209
Graduate* Diploma	43,66, 0	12,12,16	24,32,40	8,12,14	3,13,10	18,33,27	108,168,107
Masters	22,19,21	6,12,11	15,62,35	5,11,14	4,11, 8	14,32,26	66,147,115
Doctorate	0, 1, 3	0, 1, 0	0, 0, 0	0, 1, 0	0, 0, 1	0, 0, 0	0, 3, 4
No information	0, 0,15	0, 0, 0	0, 0, 2	0, 0, 0	0, 0, 8	0, 0,26	0, 0, 51

* (Diploma refers to four graduate courses beyond a baccalaureate degree)

TABLE 1V PERCENTAGE OF TIME SPENT COUNSELLING BY (COUNSELLORS)

	5-15%	20-30%	35-45%	50-60%	65-75%	80-90%	95-100%	TOTALS
Edm. Pub.	4, 1, 0	3, 1, 1	6, 2, 1	7,10, 5	7, 5, 7	9, 7,16	62, 58, 50	98, 84, 80
Edm. Sep.	1, 0, 0	0, 0, 0	1, 1, 0	8, 2, 3	4, 6, 1	2, 5, 3	11, 12, 22	27, 26, 29
Cal. Pub.	28,12,16	21, 8,24	16, 2, 8	18,14,17	14, 0, 6	7, 5,11	34, 44, 59	138, 85,141
Cal. Sep.	0, 0, 0	2, 0, 0	0, 0, 0	2, 0, 5	1, 7,11	2, 1, 2	13, 25, 15	30, 33, 33
Other Cities	1, 5, 3	6, 4, 9	4, 1, 4	5, 6, 7	3, 0, 3	5, 5, 3	14, 19, 22	38, 40, 51
Rural	35,23,49	32,18,36	7, 6,11	30,24,36	11, 8,10	2, 6, 5	25, 32, 42	142,117,189
TOTALS	69,41,68	64,31,70	34,12,24	70,56,73	40,26,38	27,29,40	159,190,210	

1973 C.G.C.A. CONVENTION

The fifth biennial Canadian Guidance and Counselling Association Conference will be held in Winnipeg from June 5th - 8th, 1973.

The theme for this convention is - "Counselling in the Canadian Mosaic" - featuring Canadian content and outstanding Canadian presenters.

For further information contact:

Jerry Dragan, Conference Chairman
204 - 1181 Portage Avenue
Winnipeg, Manitoba
R3C 0V8

WHAT DO YOU THINK?

"A boy has many needs and among the most basic is skill in looking at himself realistically and to believe in himself as a person of worth. When you whittle him down and weaken his self-image, you pull the rug from under him. When you help him to have new courage and self-confidence, you bolster his resources. Do whatever you can to help a boy to see himself realistically and with courage. Help him to develop his usefulness and to find his place in the world." So says Walter MacPeek in *Scout Leaders in Action.*

CONVENTION HIGHLIGHTS

"GROUPS" - PSYCHOLOGISTS ASSOCIATION OF ALBERTA (P.A.A.) CONFERENCE, 1972

Submitted by Wes Penner, Ph.D. (Program Chairman) Counselling Psychologist, Edmonton Public School System

Some 150 members and non-members of the Psychologists Association of Alberta met in Red Deer on November 3rd, 4th and 5th to participate in a conference that proved to be one of the most exciting ever. The theme of the conference was "Groups" and the large number in attendance testified to the significance and relevance of the theme.

Dr. Guild, introduced as the Father of NTL in Alberta, set the tone for the conference with his keynote address. The address provided: a historical perspective for Group Work; a review of practical issues related to Group Work; and finally, a word of advice to psychologists on the importance of doing Group Work in liaison with medical personnel. The press, representing various parts of the province, printed the comment made by Dr. Guild that "...psychology is in the adolescent stage of development". In rather typical fashion the press used the statement as fuel for a fire which has seared its way between the disciplines of psychiatry and psychology ever since the time of the inception. In his summary remarks at the close of the conference however, Dr. Guild communicated most clearly his wish that as co-workers, psychiatrists and psychologists would bring their respective unique talents and expertise to bear on the people who participate in Groups.

A wide range of topics and an equally wide range of approaches to the presentations helped to keep the conference running at a high pitch of interest. Topics catered to helping professionals in schools, hospital settings, industrial settings and academic settings but most importantly they catered to all those interested in getting involved at a practical level with people seeking help within a group context. Some presenters used multi-media, some spoke, others conducted discussions. A panel chaired by Dr. K. Grierson discussed among other topics the Chichak Commission and private practice and its legal and social implications.

The presentations and business meetings were interspersed with a wine and cheese party, breakfasts with the 'chefologists' H. Zingle (Conference Chairman) and J. Brown (Executive Assistant) serving, a formal dance, parties, etc. all of which helped to "facilitate" (I think that's a good groupy word) understanding of what Group Work is all about.

EDUCATORS SEMINAR

Submitted by L. C. Semrau and B. J. Silzer

On the 19th and 20th of October the Northern Alberta Institute of Technology and the University of Alberta co-hosted an Educators Seminar for 156 high school superintendents, principals and counsellors highlighting program changes, admission policy changes and career outlooks for programs offered at these educational institutions.

Presentations by department and faculty representatives were followed by discussion and question periods involving representatives of the three Alberta universities, N.A.I.T. and the colleges.

The response to the seminar has been most encouraging and it is planned that future seminars will alternate between the University and N.A.I.T. with the University of Alberta being the proposed location for the fall seminar, 1973.

Planning for the 1973 seminar is already underway and the organizers would welcome suggestions as to the direction these seminars should take in order to best meet the needs of interested secondary school personnel and their students. Please forward your suggestions to Mr. B. J. Silzer, Office of the Registrar, The University of Alberta or to Mr. L. C. Semrau, Registrar, N.A.I.T.

THE ANNUAL SCHOOL COUNSELLORS' CONFERENCE, Edmonton, October 20th & 21st, 1972

The theme of this conference was "the school counsellor considers the Worth Report - Your Choice of Futures".

Changes were made in the program format stressing delegate participation. Delegates were assigned to one of a number of small groups, each with a group leader, to maximize their participation in discussion activities.

Dr. Carl Safran, Superintendent, Calgary Public Schools, in his usual dynamic fashion opened the conference on Friday evening. Dr. Safran addressed himself to the theme and succeeded in setting the tone for the entire conference.

On Saturday morning a panel consisting of people representing a broad spectrum of educational roles across the province provided further information input to the conference delegates. The delegates then moved to the small group sessions designed to consider crucial guideline questions related to the theme of the conference, culminating in a statement of consensus from the group with respect to the questions under consideration. Following these sessions group leaders summarized the discussion and presented the reaction of their groups as proposals for further study.

Dr. Larry Ferguson, assistant to the president of Athabasca University, provided the concluding remarks.

Briefly, Dr. Ferguson states that education is certainly posed for tremendous change and the Worth Report is very timely in this regard. He views this change process as a healthy, positive growth factor involving adjustment and re-examination of crucial issues in education today.

Dr. Ferguson feels very positive about the Report in that the whole tenure was student-centered in its philosophy and set in a definite counselling-oriented climate. School counsellors, by virtue of their background, training, and orientation, are in a unique position to make a contribution and have reason for optimism.

One thing that was very noticeable was that there wasn't sufficient time to complete the small group session. However the enthusiastic response of participants to this activity suggests that a similar program should be offered in future conferences with additional time alloted to these small group sessions.

All sessions were videotaped and are available to interested parties by sending a blank videotape to Curriculum Resources, Audio Visual Services Branch, Department of Education, Devonian Building, 11160 Jasper Avenue, Edmonton, Alberta. The videotape will be dubbed and then returned to you for use in your own area. This was done so that people who were unable to attend the conference could through viewing the videotapes have some feeling for the conference proceedings and generate their own ideas regarding proposals put forth as a result of the small group discussions. Proceedings will also be written up in an issue of the "Alberta School Counsellor" to be released early in 1973.

THE ALBERTA TEACHERS' ASSOCIATION, GUIDANCE COUNCIL - News from the Edmonton Regional Guidance Scene

Submitted by Artie Kupchenko

The Edmonton Regional Guidance Council held a highly successful conference December 1 and 2, 1972, in Edmonton. The theme of the conference was "Changing Life Styles" and prominent local and out-of-town Albertans were guest speakers, from the Faculty of Sociology, Department of Educational Psychology; Edmonton and Calgary Public School Boards; Edmonton Journal; University of Calgary, and Edmonton Community Psychiatric Services. The success of the conference could partially be attributed to the multi-disciplinary approach provided by the varied specialists in the helping professions. "Changing Life Styles" was presented from several perspectives resulting in an extremely interesting and thorough coverage of the theme. Attendance both days was excellent despite the inclement weather, and registrants included counsellors, administrators, social workers, . . . (continued last page)

FOCUS ON

PROVINCIAL GUIDANCE COUNCIL EXECUTIVE
OF THE ALBERTA TEACHERS ASSOCIATION
(Table Officers)

From Left to Right: Dr. Mel Sillito, A.T.A. Representative, Dr. Lloyd West, President-Elect, Bill Cousens, Secretary-Treasurer, Dave Clarke, President, Terry Mott, Department of Education Representative, John Clulee, Editor

Missing: Mrs. R. Walsh, Past President, Dr. W. Hague, U. of A. Representative, Dr. A. Herman, U. of C. Representative

Who proposes to act as spokeman for those people who operate in the field of guidance and counselling in Alberta schools? Whose job is it to coordinate the provincial effort to upgrade the quality of professional service of school counsellors? What means can be employed to communicate to teachers, Department of Education, and the public regarding the place of guidance and counselling in the education system? How can educators ensure the suitability of pre-service and in-service education programs for counsellors in university and on the job?

The Guidance Council, a branch of the Professional Development Department of the ATA, is an association to serve these needs. There are over 500 persons involved in school counselling in Alberta and there are over 400 persons who are members of the Guidance Council.

The structure of the Council, and tasks undertaken, may give a clearer picture of the function of the organization.

Structure:

Provincial Guidance Council Executive (Table Officers)

President	Dept. of Education Rep.
Past President	U. of A. Representative
President-Elect	U. of C. Representative
Secretary-Treasurer	ATA Staff Officer
Editor	

General Executive

This group includes the table officers, plus the Presidents of the seven regional councils:

North Western Alberta
North Eastern Alberta
Edmonton District
Central Alberta
Calgary and District
Southwestern Alberta
Southeastern Alberta

A notable feature of this structure is the inclusion of the Supervisor of Counselling and Guidance (Department of Education), two University representatives (Counsellor Education Department), ATA Staff Officer (liaison with P. D. Department) and the seven regional presidents (specific regional circumstances). Much cooperation, coordination and communication occurs through mutual involvement in work of the executive members.

Activities:

Publications

THE ALBERTA COUNSELLOR - a quality magazine published 4-5 times yearly

THE ALBERTA COUNSELLETOR - a newsletter published as required.

Publications are the major direct service to members.

Annual School Counsellors Conference

-both a professional development activity and a social event
-jointly sponsored by the Guidance and Counselling Branch and the ATA Guidance Council.

General Executive Meetings

-held 2-3 times yearly, to set and interpret policy, plan activities and share knowledge
-coordination and support for regional activities.

Table Officers Meetings

-to deal with administrative duties of the Council, correspondence and meeting plans
-to make decisions which fall within existing policy guidelines.

Representation to other Organizations

-Government, Department of Education
-universities, schools
-other groups involved in education.

Committee Work and Special Projects

-displays for conventions
-clarification of roles of regionals
-study of CEP
-etc.

A notable feature of these activities is that they involve much consultation, liaison and intra-provincial cooperation; also, they assume that strong regionals exist and are giving adequate feedback on the effectiveness of the effort. This assumption is not entirely well founded and the continued need exists to encourage active participation by the membership. The medium of the Guidance Council could be the most potent and direct voice in influencing decisions affecting counsellors and counselling in Alberta schools. The efforts made by many individuals at both provincial and regional levels is very encouraging. What are you doing to support the cause for counselling and guidance on the provincial or regional level?

Submitted by Dave Clarke, President, ATA Guidance Council

HOME ECONOMICS EDUCATION

Submitted by Dr. E. Down, Coordinator, Home Economics Education, U. of A.

A new Home Economics curriculum has been approved for Alberta junior-senior high schools. Its content and structure cover the three broad areas of Foods and Nutrition, Clothing and Textiles and Modern Living. In order to prepare teachers to meet the challenge, changes were necessary in the university requirements for preparing teachers in Home Economics.

Chemistry 250 is now classified as a prerequisite for certain subjects required for teacher certification and still must be taken in the first year of the program. This change makes it possible to strengthen the subject matter content for teacher specialization by the addition of a one-half course in each of foods and nutrition, clothing textiles and two half courses in family studies.

In order to assist teachers in the field as well as students, the Faculty of Education and the School of Household Economics are willing to offer courses in the province for evening credit on off-campus to interested teachers.

Enrollment in the Bachelor of Education, Home Economics major decreased by fifty per cent last year. Jobs for Home Economics teachers in this province have not reached the maximum and teachers could encourage students to come into the education program.

A new department for Home Economics Education situated in the Education Building will be opened this spring. Its purpose is to give the prospective teachers more opportunity to study and practice in a simulated education setting.

New courses in Household Economics of interest to teachers which will be offered in 1973-74 include:

Socio-cultural Aspects of Food (FDNU 323)
Nutrition in the Community (FDNU 507)
Food Safety and Hygiene (FDNU 510)
Advanced Foods (FDNU 511)
Consumer Acceptance of Foods (FDNU 427)
Experimental Foods (FDNU 429)
Child Development (FAM 343)
Courtship and Marriage (FAM 346)
The Adolescent and his Family (FAM 347)
The Family in Contemporary Society (FAM 447)
The Family and the Handicapped Child (FAM 449)
Human Sexuality (FAM 541)
Socio-cultural Bases of Clothing (CLTX 412)
Personality and Clothing (CLTX 414)
Economics of Clothing (CLTX 416)
Housing (CLTX 306)
History of Architecture and Furnishings (CLTX 304)

Calendars for 1973-74 will be available in the New Year through the Registrar's Office at the University of Alberta and further information on inter-session courses, summer school offerings and the regular winter and spring sessions can be obtained from this office.

A REMINDER:

Submitted by Berneice MacFarlane, Education Consultant in Home Economics

Note that both Fabrics and Dress 30 (new name Clothing and Textiles 30) and Foods and Nutrition 30 (new name Food Science 30) are acceptable as a non-examination subject for university entrance for a Bachelor of Education degree at the Universities of Calgary, Alberta and Lethbridge; for a Bachelor of Arts degree at the Universities of Calgary and Lethbridge and for the School of Household Economics at the University of Alberta.

The new courses, Clothing and Textiles 10, 20 and 30; Food Science 10, 20 and 30 and Modern Living 10, 20 and 30 are to be in full use by the Fall term 1974.

I would like to emphasize that Home Economics provides students with experiences which give direction to life but also may serve as a foundation for an ever widening list of career opportunities and makes a basic contribution to the general objectives of secondary education: 1) Personal Development, 2) Growth in Family Living, 3) Growth Toward Competence in Citizenship and 4) Occupational Preparation.

News from the Edmonton Regional Guidance Scene . . . continued

teachers, nurses, students and others in the helping professions. Meal and coffee breaks provided further opportunity for social interaction and stimulating contact.

Don Davies, president of the ERGC got the conference off to an excellent start Friday evening with his opening speech and he continued to do a fine job as Program Chairman for the remainder of the conference. Dr. Larson and Dr. Mitchell highlighted the evening with enlightening presentations, and the Association of Engineers generously hosted with liquid refreshments and presented an exciting film.

On Saturday morning the conference got off to an enthusiastic start with a welcome and inspirational talk by Dr. John Paterson. That same morning Dr. Harry Brody, from the University of Calgary gave an outstanding presentation on "Sexuality -- Changing Expectations", and for many this was indeed the highlight of the conference. Another major address was given by Dr. Wes Penner on "Hippie Life Styles", and Dr. Ken Low from the Calgary Public School Board discussed the "Drug Issue". Other exciting speakers were Dr. S. Ghazouly, psychiatrist; Dr. Juanita Chambers, educational psychology; and Mrs. June Sheppard, from the Edmonton Journal, who was the final speaker and did an excellent job in wrapping up the conference. Many of those who attended indicated that they had derived tremendous benefits from the conference and requested that there be more conferences of that calibre in the near future.

REQUESTS FOR VIDEO-TAPES

There was an error in the October '72 issue of *Spotlight* concerning where to send requests for video-tapes. Those wishing video-tapes should send their request and a blank video-tape to:

Curriculum Resources
Audio Visual Services Branch
Department of Education
Devonian Building
11160 Jasper Avenue
Edmonton, Alberta.

CAREER OUTLOOK PUBLICATIONS

The Department of Manpower and Immigration is changing its method of publishing Career Outlook material. In place of the annual University and Community College Career Outlook booklets, it will publish seven small booklets annually, each one combining university and community college career information in specific fields.

The following booklets will be published this fall:

1. *Career Outlook Tables,*
2. *Career Outlook in Engineering and Engineering Technology,*
3. *Career Outlook in Arts and Science.*

The others will be issued in the spring:

4. *Career Outlook in Health and Health Services,*
5. *Career Outlook in Biological and Environmental Sciences,*
6. *Career Outlook in Administration and Social Sciences and Services,*
7. *Career Outlook in Fine Arts and Communication.*

When these materials are received, this office will distribute same to personnel in all Alberta junior and senior high schools. Additional copies may be obtained upon request.

Career Centre . . . continued

of work, and calendars from post secondary institutions, are obtained where possible, in sufficient quantities for distribution to all schools. Materials involving considerable expense, such as audio-visual, etc., or which are difficult to obtain, are retained in the Career Centre and made available to the schools on a loan basis. Career and Educational displays, researched and assembled at the Centre, are rotated through the schools - junior and senior high - thus regularly providing continuous career and educational information for staff and students.

Digitized by the Internet Archive
in 2026 with funding from
Legislative Assembly of Alberta - Alberta Legislature Library